

DOCUMENT RESUME

ED 289 776

SO 018 540

AUTHOR Mease, Rosemary
TITLE A Handbook for Teaching United States History to
Elementary School Children Using Trade Books.
PUB DATE Jun 87
NOTE 149p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
-- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Books; *Childrens
Literature; Class Activities; Elementary Education;
*History Instruction; Instructional Materials;
Novels; *Social Studies; *United States History;
War
IDENTIFIERS *Trade Books

ABSTRACT

The goal of this handbook is to introduce a way of teaching history that will stimulate student interest and facilitate learning. Trade books, which include both fiction and nonfiction, provide a way to supplement the use of the textbook and allow the teacher to design a program that provides both structure and the freedom to meet the child's individual needs and interests. The handbook includes units which center on periods of U.S. history and includes objectives, historical books' annotations, and follow-up activities. Seventeen books listed in the "American Indian Unit" provide a range of materials to further student understanding of the U.S. Indian's heritage. The difficulties faced by early colonists and their lifestyle is depicted through 15 books in the "Colonial Life Unit." Knowledge of the causes and consequences of the Revolutionary War is the focus of 17 books in the "American Revolution Unit." Understanding the magnitude of the Civil War and the slavery issue is the theme of 16 books in the "Civil War Unit." Frontier life and the reasons for the westward movement are described through 15 books in the "Westward Movement Unit." The causes of the world wars and the human side of war are highlighted in the 17 books in the "World Wars I and II Unit." A section which tells how to use trade books in the classroom is provided in the handbook. Each unit is provided with a list of objectives and descriptions of follow-up activities which draw on the arts, interviewing, role-playing, language games and logic, etc. Thirty-eight references are listed. (SM)

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A HANDBOOK FOR TEACHING UNITED STATES HISTORY
TO ELEMENTARY SCHOOL CHILDREN
USING TRADE BOOKS

by

Rosemary Mease

June 1987

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TO ELEMENTARY SCHOOL CHILDREN
USING TRADE BOOKS

Rosemary Mease

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INTRODUCTION

History is taught in order to show how and why things happen over time. History involves change; and how the present society has evolved from the past helps to explain this change. The study of our cultural heritage is important for children if they are to understand their present world better. This production is an attempt to introduce a way of teaching history that will stimulate student interest and facilitate learning.

Beyond the textbook is a world of literature waiting to be discovered and used in the process of teaching history. Trade books are part of that world and provide a way to supplement the use of the textbook. Trade books also allow the teacher to design a program that has a certain amount of structure and at the same time provides freedom to meet the children's individual needs and interests.

The original character of history was that of a story and this continues to be its most distinctive characteristic. For this reason, the study of history should include the use of stories. Trade books are an excellent way to make these stories available to children.

Some of the difficulties present in teaching history can be alleviated by using trade books. Many textbooks are too difficult and boring for children; therefore, trade books with different readability levels will give the child interesting choices. The child will have a book he is able to read and at the same time is interested in reading. History is also difficult for children because so much of their conceptual ability

is tied to the present. Teachers must use these stories, which describe the activities of families, to help make these concepts more concrete. Follow-up activities including simulation, drama, and pictures can also be used to lessen these time-related abstractions by fitting the facts of history into a more concrete form. Finally, critical thinking is developed in children by helping them to construct relevant arguments to support one or more points of view. Since textbooks do not usually present rival interpretations, trade books can be very useful.

This handbook can be used to supplement the textbook and other materials in the classroom. The handbook is designed primarily for use with intermediate level elementary students; however, it could be used with higher grade levels because the range of readability levels would be appropriate in many of the books.

The organization of the handbook includes a section which tells how to use trade books in the classroom. The largest portion of the handbook includes units which center on periods of United States History and include objectives, historical book annotations and follow-up activities to be used in conjunction with each unit. The units may be used as the basic teaching approach along with the textbook; or any part of the handbook could be used to supplement and support other materials the teacher wishes to use. The handbook is intended to be a tool in the hands of the teacher.

HOW TO USE TRADE BOOKS

General Description

Trade books are all books except textbooks or reference books that are useful in the study of history or any other subject. These books include biographies, autobiographies, fiction, specialized books on specific cities, regions, countries, people and activities as well as books on practically any topic that describes and explains something about the content area that is being studied.

In the past, trade books may not have been used frequently because they were not easily available. Today with the development and expansion of libraries and the increased sale of children's books, this is no longer true.

To use these books effectively, the teacher must determine what sources are available for the unit which is being planned. Enlisting the help of others in the school is a possibility. For example, the school librarian, other teachers or the principal may be asked to assist. Parents and public librarians may be of help. Searching through school district book catalogues, school book rooms or curriculum laboratories and books stored in classrooms may produce good results. Finally, teachers should consult other sources not found in school districts such as Children's Book Catalogs and Subject Indexes to Books.

When the materials have been collected, the teacher must evaluate the books for accuracy and authenticity. To make this evaluation, the

teacher should focus on the following questions:

1. Does the account present a reasonable picture of the period or event described?
 2. Is the atmosphere of the era faithfully recreated?
 3. Does the story provide authentic detail even though adding imaginary characters?
 4. Does the book develop historical interpretations that are accepted by social scientists today?
 5. If the book does not interpret history in accord with contemporary thought, does it still have value as an illustration of how people felt about a problem or event at a particular time?
 6. Can other materials or books be found to present opposite viewpoints or interpretations and to correct inaccuracies?
- (Cain, 1983)

The next step is to organize the collected books. One way is to establish a corner where the books may be stored in a way that makes them accessible to the children. Teachers should make a center that is interesting and attractive with bulletin board or table displays and learning center activities. Also, little refinements such as carpeting, an easy chair and pillows make the center conducive for learning.

It is the teacher's job to help the children discover that trade books can be interesting and useful learning tools. The teacher can help the children to see this by modeling behavior like conspicuously going to the books to find answers to questions. The teacher's reading of these books or parts of them will encourage the children to read the books for

their own pleasure and information. At times the books are the only source of information for a question and this, too, demonstrates their special usefulness to the children. At other times children may be assigned a question to research with the suggestion that they use materials other than textbooks. The children may also use the books to verify what they have discovered in textbooks and delve into the subject in a more in-depth fashion. All of these possible activities will help children to think of trade books favorably so that they will seek them out and use them to answer their questions.

A Teaching Procedure

The following is a suggested teaching procedure that can be used with each unit. The Civil War period is used as an example.

1. Introduce the unit by asking the students to tell what they know about the Civil War. If they have difficulty getting started, mention words like slavery, Lincoln, Gettysburg, Underground Railroad, etc. This activity encourages students to participate, focuses attention on the topic, motivates the students and capitalizes upon prior knowledge.
2. Ask the students to write one question about which they are interested. This list of questions would then be mounted on a bulletin board and the teacher would ask the class to rearrange the questions in related groups. This procedure gives the students practice in questioning, establishes a purpose for reading and aids in comprehension. The teacher would help the students organize and group the questions so that all those

about one subject or topic are together.

3. At this point, have the class read the appropriate portions of their textbooks to gain an overview of the subject.
4. Now the teacher should allow the class to participate in self-selection of books. (They would have had prior instruction in this process.) Allow the students time to choose a book with the purpose of reading to find the answer to one question. In many instances, it will be necessary for students to spend considerable amounts of time answering the question. For this reason, the "read to find" strategy may require additional class periods or outside reading.
5. After these steps are completed, then one group of questions should be used to discuss what was learned. The teacher should write the responses on an overhead. If there is conflicting information, the student who gave it must reread the sentence to the class. When incompatibility cannot be settled through re-reading, students must evaluate sources. They must report all points of view before drawing their own conclusions.
6. When most of the pertinent information related to each subtopic has been collected and discussed, ask the children to summarize by writing.
7. Require students to read at least one book and respond to it. The students who work faster may want to do more. During class time the students could be grouped together for their reading according to interest. They could even work together on responses. They would be asked to share these responses with

the class.

8. The teacher should keep profiles on each student and the work he is doing. This monitoring will allow for an awareness of each student's progress and help determine those who might be having problems.
9. Follow-up activities should be used to allow the children to apply the information they have gained from reading the books.

INDIAN UNIT

Objectives

1. To understand that there were many different tribes of American Indians.
2. To understand that there were many differences between American Indian tribes.
3. To understand the culture and heritage of the American Indian.
4. To understand how the culture and heritage of the American Indian influenced the culture and heritage of the United States as a whole.
5. To understand how our treatment of the American Indian affects our national conscience.

Trade Books

Connolly, James

WHY THE POSSUM'S TAIL IS BARE AND OTHER NORTH AMERICAN INDIAN NATURE TALES

Andrea Adams

Stemmer, 1985

This book contains a collection of 13 tales from eight eastern woodland and western North American Indian tribes. Anthropomorphized animals impart wisdom, survival skills and an abiding respect for all living things. Each tale makes a moral statement that supports ancient tribal laws. The book is appropriate for grades four through six. (Notable 1985 Children's Trade Books in the Field of Social Studies.)

Highwater, Jamake

EYES OF DARKNESS

Lothrop, 1985

This is the compelling story of a young man's lifelong search for his identity. Seeking to integrate his heritage with the modern world in which he lives, Yesa accepts the white man's medical training and then returns to the reservation. The book dramatically outlines the conflicts of a young American Indian caught between the ancient world of his forefathers and the reality of the white man's world. The story is appropriate for grades five through adult. (Notable 1985 Children's Trade Books in the Field of Social Studies.)

Folsom, Franklin

RED POWER ON THE RIO GRANDE

J. D. Roybal

Follett, 1973

This is the story of the Pueblo Indian Revolution of 1680. It was fought for the same reasons as the American Revolution--to regain freedom from tyranny, persecution and unjust taxation. The Pueblo people rose up against the Spaniards in the valley of the Rio Grande in New Mexico. The book demonstrates that the Indians were not just engaged in a savage revolt, but were fighting for their right to live as a free people in dignity and peace. The book is illustrated with symbols and is appropriate for grades five through adult.

Collier, Peter

WHEN SHALL THEY REST?

Holt, Rinehart and Winston, 1973

This book tells the history of the Cherokee Indians and emphasizes their continuous mistreatment by the white man and the United States government. The Cherokees were driven out of Georgia and sent to Indian territory which is now the state of Oklahoma. Here they adopted much of the white man's culture. The Cherokees are an important part of Oklahoma's past and they still exist--although as a nation in exile. The book is appropriate for the more mature reader in grades five through adult.

Baker, Betty

SETTLERS AND STRANGERS

Macmillan, 1977

This is the story of some tribes of Native Americans who live in the desert southwest of Arizona and New Mexico. The story weaves historical events, myths and legends, customs, art and religion and captures the spirit and unique perspective of these people. Only the events that are important to these people are told--it is history as they saw it. The book is appropriate for grades four through eight.

Amon, Aline

TALKING HANDS

Doubleday, 1968

Here is a book that tells you how to speak in authentic Indian sign language. When Indians roamed the Great Plains to hunt buffalo, they had to know if buffalo had been sighted and if other Indians were friendly. Since they had no common language, they used sign language to communicate. The Book also describes the life of a typical Plains boy. The book is illustrated with drawings and is appropriate for grades three through adult.

White, Anne Terry

THE AMERICAN INDIAN

Random House, 1963

This book presents a view of the American Indian's heritage and culture and allows the reader to gain a comprehensive view of the American Indian. Differences between tribes are shown and the effect on United States History is shown in the Indian's response to the white man. That the Indian culture is part of ours becomes apparent as the Indian's story is told from ancient times up to the reservations. The book is illustrated with colored drawings and photographs. It is appropriate for grades four through six.

Poatgieter, Hermina

INDIAN LEGACY

Julian Messner, 1981

This book tells of the great influence of the American Indian on our way of life. Records show that contributions from the American Indians are an important part of our national arts, diet, customs, language, medical science, sports, government, industries, clothing and almost every other phase of life. The book is illustrated with black and white photographs, paintings and prints. It is appropriate for grades five through adult.

Goble, Paul

BUFFALO WOMAN

Bradbury/Macmillan, 1984

This book is based on legends of the Great Plains and tells the story of a young hunter who marries a female buffalo in the form of a beautiful maiden. When his people reject her, he must pass several tests before being allowed to join the buffalo nation. Concepts of the connection between the human and animal world and the transfiguring power of love are emphasized. The book is appropriate for grades kindergarten through eight. (Notable 1984 Children's Trade Books in the Field of Social Studies.)

Yue, David and Charlotte

THE TIPI: A CENTER OF NATIVE AMERICAN LIFE

David Yue

Knopf, 1984

This is a beautifully detailed book about the tipi of the Plains Indians. Profusely and clearly illustrated in black and white, the book will help students appreciate how these so called "primitive savages" lived and adjusted perfectly to their environment. The book is appropriate for grades four through adult. (Notable 1984 Children's Trade Books in the Field of Social Studies.)

Grant, Bruce

AMERICAN INDIANS YESTERDAY AND TODAY

Lorence F. Bjorklund

E. P. Dutton and Co., 1960

This work is an encyclopedia designed as a reference and a history of the American Indian. The author has researched his subject well and included over 800 entries dealing with the lives of great Indian leaders, the influence of the Indian language on the white man and legends, beliefs, customs and characteristics of all known tribes. The book is illustrated with over two hundred line drawings in black and white. It is appropriate for grade four through adult.

Steele, William O.

TALKING BONES

Carlos Llerena Aguirre

Harper and Row, 1978

This book captures the beauty and drama of the culture of the prehistoric American Indian. Archaeologists have uncovered the burial mounds of these people and reconstructed their lifestyles from skeletons and artifacts. The illustrations are wonderful black and white drawings. The book is appropriate for grades four through six.

Lampman, Evelyn Sibley

THE POTLATCH FAMILY

Atheneum, 1976

This is an honest, realistic story of contemporary Indian life. Plum Longor is a Pacific Coast Chinook Indian who feels strange in the white community where she lives. Plum's older brother, Simon, returns home from the war and a long hospitalization. He understands what is bothering Plum and many of his relatives and Indian friends. Slowly Simon begins to revive some of the old Indian customs and to share them with interested white friends. By the end of the year, he convinces Plum and the remaining members of their tribe that they have a proud heritage. Eventually, the whole community begins to share this feeling. The story is appropriate for grades five through seven.

Wallin, Luke

IN THE SHADOW OF THE WIND

Bradbury/Macmillan, 1984

This novel is set in 1835 and depicts the struggle of the Creek Indians to save their lands from white settler's greed. It is the story of two teenagers, a white boy and an Indian girl who fall in love despite the hatred that is tearing apart their people. The story shows that people are not simply good or bad but complex individuals. The book is appropriate for grades five through eight. (Notable 1984 Children's Trade Books in the Field of Social Studies.)

Jacobson, Daniel

THE FISHERMAN

Franklin Watts, Inc., 1975

This book contains information about the Indians who lived in the Pacific Northwest. They were fishermen. The book also tells where they came from, what kind of houses they built, how they traveled and many other aspects of their daily lives. The information is presented in story form and the book is well illustrated with black and white drawings. It is appropriate for grades four through eight.

Lavine, Sigmund A.

THE GAMES THE INDIANS PLAYED

Dodd, Mead and Company, 1974

The Indians were not only interested in finding food and warring with their neighbors. They also spent much time playing games and competing in sports. Some of their games were simple diversions while others were very complex and even dangerous. This informative account is illustrated with photographs and old prints. It is appropriate for grades four through eight.

Goble, Paul

THE FRIENDLY WOLF

Paul and Dorothy Goble

Bradbury, 1975

Little Cloud and his sister wander away from the tribe during berry-picking and get lost. They find shelter in a wolf's den and then beg him to help them find their way home. The wolf agrees and receives the friendship of the tribe. The strength of the book lies in its handsome, colored illustrations which incorporate authentic and beautiful art motifs of the Plains Indians. The book is appropriate for grades three to five.

Follow-Up Activities

An Indian Powwow--Activity 1

Children should dress in styles appropriate to some of the different tribes they have studied. Any artwork that has been created should be displayed. Some traditional Indian foods could be served. For example, eastern woodland tribes made maple syrup and sassafras tea. Many Plains tribes grew corn, squash and peanuts. Children would also sing American Indian songs and dramatize Indian legends.

Resources are as follows:

Song of the Indian--available for \$7.98 on record or cassette from Canyon Records (4143 North 16th Street, Phoenix, AZ 85016).

North American Indian Songs, a package including a record, filmstrip and songbook, is \$34.95 from Belwin Mills, 25 Deshon Drive, Melville, NY 11746.

The Legend of the Twelve Moons, a pageant for students grades 3 - 9 is available from Michael Brent Publications, P.O. Box 430, Port Chester, NY 10563. The record and score sheet cost \$13.95, student scripts \$2.35 for 25 or more. (Riley, 1984)

Oral History - Activity 2

This activity is appropriate for use with the study of Indians or with a unit on World War II. There are still many people alive from the World War II time period. Regarding the study of Indians, Native Americans of different ages could be interviewed about aspects of their life, customs and history.

The following suggestions should be considered:

1. Secure a list of names of people who are available and willing to furnish data.
2. Persons can be invited to the classroom for interviews and others can be interviewed by the students outside the classroom.
3. The teacher should prepare the students by discussing how to conduct interviews.
4. The students, with the teacher's help, should determine what specifically is to be learned from the interviews. A list of questions is to be prepared. These questions should be given to the interviewee several days in advance of the actual interview. This will give the person time to think about past events and check on exact dates, names, etc.
5. The interviews should be taped. The person to be interviewed should be as comfortable as possible using a living room or arranging the chairs informally in the classroom. The person should begin with his name, age and topic.
6. Use a tape recorder with an external microphone to obtain a clear tape.

7. The interview should last no longer than an hour. If an hour is insufficient, arrange for a second taping.
8. After the interview has been recorded, a typed word for word transcript should be prepared. Parent volunteers can help with this.
9. The person interviewed should be asked to sign a release so that unlimited use of the tape will be permitted.
10. Students should place copies of their taped interviews and transcripts in the school library and the community should know the tapes exist. (Machart, 1979)

Comparison through Pictures - Activity 3

Obtain pictures of Indians that depict their houses, clothing, food and activities relating to their daily life. Historical societies and books will provide sources for such pictures.

Ask the children questions that will help them examine the concepts of food, clothing and shelter of the Indians in relation to their own homes and way of life.

Ask the children to tell you what they see in the picture. For example, after showing the picture of an Indian home, stress questions that elicit details of style and materials. Show a picture of the inside of an Indian home and ask children to compare it with the inside of their homes. Compare the differences and similarities.

Record the children's responses to aid in the comparison. (Burnes, 1986)

Databasing - Activity 4

The study of Indians lends itself very well to the use of this activity because it is a topic with many attributes.

After the students have collected the information on different tribes, the teacher must help them design a form on which to display this data. A label must be used to classify each piece of information. Examples of such labels would be food, home, clothing, etc. This form would then be entered on the computer database.

Now the students are ready to make generalizations, turn these generalizations into if/then statements and finally, test for cause and effect relationships by writing a null hypothesis statement and objectively testing it by locating the information in the database. The following statements serve as examples:

Generalization

"Indians who ate acorns used mortars and pestles."

If/then statement

If Indians ate acorns, then they used mortars and pestles."

Null hypothesis statement

"Indians on the database who have acorns listed under Food will not list mortars and pestles under tools."

Working with concepts at this level allows for discussions that raise the following kinds of questions: Could it have been found with different wording? Even if the hypothesis was validated, did it really prove a cause and effect? Perhaps Indians who ate acorns used the mortar and pestle to wash clothes. (Pon, 1984)

COLONIAL LIFE UNIT

Objectives

1. To understand the difficulties faced by the colonists.
2. To learn about the first successful colonies.
3. To become familiar with the lifestyle of the average colonist.
4. To understand the differences between the New England, Middle and Southern colonies.
5. To learn about the famous people who helped establish the colonies.

Trade Books

Fisher, Leonard Everett

THE BLACKSMITHS

Watt, 1976

This book is divided into two sections. One section tells the historical background related to the role of the smith in the colonies and a longer section describes the equipment, procedures and products of the blacksmith's forge. The illustrations are black and white scratchboard. The book is appropriate for grades four through seven.

Bulla, Clyde Robert

CHARLIE'S HOUSE

Arthur Dorros

Thomas Y. Crowell, 1983

Charlie Brig, born in England in 1736, is shipped off to America as an indentured servant who must endure a mean master. Circumstances and courage change Charlie's fortune. The story has a ring of simple truth and is an interesting story for the less able reader. The pen illustrations are reminiscent of Early American primitive art. The book is appropriate for grades two through five.

Loeper, John J.

GOING TO SCHOOL IN 1776

Atheneum, 1984

Personal anecdotes, curious facts and period illustrations provide a fascinating insight into the lives and lessons of 19th Century American school children. The book brings history to life by inviting comparisons with the reader's own classroom. The illustrations are old prints and the book is appropriate for grades four through eight.

Fisher, Leonard Everett

THE WARLOCK OF WEST FALL

Doubleday, 1974

The black and white illustrations are particularly well-suited to the brooding atmosphere in this tale of witch-hunting in Colonial America. The setting is the small village of Westfall, where an old crotchety man is accused by a group of boys and hanged by the villagers. The tense conclusion in which the same sense of hysteria which brought about the abandonment of the village is conceived with a fine sense of the dramatic. The mood of the times and the physical atmosphere are captured in this story. The book is appropriate for grades five through seven.

Tunis, Edward

COLONIAL CRAFTSMAN

World, 1965

In this interesting and informative book, the author describes the working methods and products, houses and shops, town and country trades and individual and group enterprises of early America. There are over 450 black and white drawings to enhance the descriptions. The production of this book was difficult because craftsmen were more likely to just do their job and show it than they were to write about it. Full descriptions of the important trades are given and some of the simple jobs which require no special skill are omitted. A few complex trades such as shipbuilding are only sketched because too much space would be required to explain them fully. The book is appropriate for grades four through adult.

Perl, Lila

SLUMPS, GRUNTS AND SNICKERDOODLES

Richard Cuffari

Seabury, 1975

This interesting book tells about what the colonists ate and how and why these recipes were invented. Domestic life and historical background is also covered. There are 13 authentic recipes included. The book is illustrated with black and white drawings. It is appropriate for grades four through eight.

Fisher, Leonard Everett

THE WEAVERS

Franklin Watts, 1966

This book gives a short history of weaving and then proceeds to tell about how the weaving was done. The back of the book contains a glossary of weavers' terms. The book is illustrated with black and white drawings which help describe the process of weaving and how the weaver's worked. The book is appropriate for grades four through six.

Bowen, Gary

MY VILLAGE STURBRIDGE

Farrar, Straus and Giroux, 1977

In this unusual and interesting format, the reader learns about a New England village of the 1830's through wood engravings. The engravings are described by a fictional character who is an apprentice to a master engraver. The book is supposed to be his portfolio which he has prepared for the printer and publisher Isaiah Thomas. The book is appropriate for grades four through eight.

Ziner, Feenie

THE PILGRIMS AND PLYMOUTH COLONY

Harper and Row, 1961

This book gives the reader a comprehensive view of the Pilgrims—who they were and what they stood for. From their stand against the church of England to the settling of the Plymouth colony, their story is one of courage and conviction. This book highlights all the major events and adds to the reader's understanding of these first colonists and their eventful lives. The book is illustrated with old photographs, paintings, and prints in black and white and also in color. The book is appropriate for grades four through adult.

Fisher, Leonard Everett

THE LIMNERS

Franklin Watts, 1969

Here is an informational book about America's first portrait painters. The book describes the details of their work from the preparation of colors to the lifestyles necessary to their profession. Although they lacked training, these artists did portray what life was like in the earlier, simpler days. The book is illustrated with black and white portraits and drawings. It is appropriate for grades four through six.

Tunis, Edward

COLONIAL LIVING

World, 1957

This book contains an interesting and accurate presentation of the details of life in Colonial America. Mr. Tunis shares with his readers how the first houses were built and takes the reader from the dugouts and wigwams of the first settlers to the plantations of the eighteenth century. Many details are described such as making of candles and soap, cooking on the open hearth and spinning, weaving and dyeing the yarn. The book is rich in information and the more than 200 black and white drawings add to the reader's understanding of the time period. The book is appropriate for grades four through adult.

Speare, Elizabeth George

LIFE IN COLONIAL AMERICA

Charles Walker

Random House, 1963

Here is the story of Colonial America from Jamestown to the Revolution. Mrs. Speare has researched her subject using diaries, letters, and traveler's tales to reconstruct colonial villages and the daily activities of life. She has captured the spirit of early America in this pleasant and informative book. The Book is illustrated with drawings and prints. It is appropriate for grades four through adult.

Wright, Louis B.

EVERYDAY LIFE IN COLONIAL AMERICA

G. P. Putnam's Sons, 1965

This book gives an accurate and vivid account of the everyday life in Colonial America. It was a period preoccupied with religion and hard work. There was no leisure time as we know it, no labor-saving devices and no means of rapid transportation or communication. Getting ahead in the world meant a long arduous apprenticeship to a master. However, all was not work. There was time for fishing, home racing and cock fighting. The book is illustrated with black and white photographs. It is appropriate for grades four through adult.

Campbell, Elizabeth A.

JAMESTOWN THE BEGINNING

William Sauts Bock

Little, Brown and Company, 1974.

Here is an adventure story that really happened. The settling of the first colony of Jamestown tells of the adventures of sailing to the landing and the encounter with the Algonquian Indians of Virginia. The book is illustrated with pen, ink and wash drawings. It is appropriate for grades three through five.

Levitin, Sonia

ROANOKE: A NOVEL OF THE LOST COLONY

Atheneum, 1973

This book is a fictionalized account of the Roanoke colony told by one of the younger members, 16 year old William Wythers. William describes the long difficult journey, the futile attempts to build a permanent settlement, the dissent among the colonists and the lack of understanding between the settlers and the Indians. William is in love with an Indian girl and becomes friendly with members of her tribe. Through this association he learns of a planned attack on the colonists and warns them; but, they take no heed of his warning. All are killed except William and his godchild, Virginia Dare. The book is appropriate for advanced readers at the sixth to ninth grade reading level.

Follow-Up Activities

A Trip to Old Sturbridge Village - Activity 5

A field trip is an exceptional experience for a follow-up activity when possible. An example of such a trip would be a visit to Old Sturbridge Village, Mass. as a follow-up to the study of Colonial life.

Preparation for the trip:

Distribute role cards with information about Sturbridge families (these are prepared by Old Sturbridge Village and describe members of families who actually lived there in colonial times). The students find out as much as they can about the historical characters they are playing by introducing themselves to the class. The roles consist of children of farm, store and mill families.

The following day the class reviews what has been discussed and lists questions and topics for further research at the village site.

Next divide the class into groups, each with an object from the 19th century and ask the group to write down ten words describing the object. Also give the children the 20th century counterparts to the object and ask them to compare the two ways of life represented by the two objects. (For example, a plastic water jug and a wooden bucket). To further develop visual skills that will be needed during the visit, have students look at pictures of a room in one of the houses at Old Sturbridge Village and ask them to list what they see. Allow the children to choose an object from the pictures and make up a story involving the object and one of the characters from the period.

The actual trip:

On the trip the children will visit houses like the ones where

historical characters whose identities they have assumed would have lived. They also will attend school, go to their meeting house, visit their minister, see craftsmen and farmers work and explore the village store and mills. Finally, they will visit the Education building where they have an opportunity to actually work with tools and utensils from the early 19th century. (O'Connell, 1986)

Creative Drama - Activity 6

There is no script and no audience for creative drama. It involves only the participants and they are engaged in the process only for their own growth and development. This activity can be used with any of the units in this handbook. The example given here relates to the Colonial period.

In the first phase, review what the children have learned. For example, you might begin by saying, "Let's imagine that I don't know anything about the Puritans and why they came to America and I'm trying to write a news story. You're my only source of information, so I want you to tell me everything you know."

In the second phase the teacher takes on a role while the children remain themselves. "Let's imagine that I am a Puritan considering going to a new country. What kind of problems do you think I might have? This stimulates the child's thinking and sets the stage for more dramatic exercises.

The next phase involves the children in non-verbal dramatizing. "Let's imagine we are living in England in 1620. We'll use pantomime and we will all work at once. We start by imagining we are farmers digging holes and planting seeds." The teacher can have the children try different jobs appropriate for the time period (carpenter, baker, blacksmith, etc.) Through this phase the children will be learning about jobs, tools, clothes and customs.

The next dramatic experience involves Puritans looking for a job. The teacher says, "Let's imagine I am a lawyer looking for a law clerk and I will interview each of you." Make the lawyer's character brusque,

arrogant and impatient to give a sense of the hardness of the times. When you are finished, discuss the experience and ask the children how the lawyer made them feel.

At this point ask the children to write journal entries about the day they tried to get a job or ask them to write a letter to a friend about why they want to leave England.

Now have the students dramatize a town meeting where they discuss their grievances and plan to move to the New World.

In the final phase they dramatize their preparation to embark on the Mayflower. The children have now gained some understanding of what it was like to have been a pilgrim and why they came to America. (Piggins, 1984)

Colonial Day - Activity 7

This is an activity which could be used with any of the units in this handbook. The purpose of this activity is to share through displays and demonstrations what the students have learned from the unit. The teacher and students must plan ahead for this day. The parents of the children could be invited to attend. Also other classrooms in the school could attend. If most parents work during the day, it might be appropriate to schedule the event for an evening.

On the appointed day all children should dress in costumes of the period. The teacher will need to arrange for extra costumes for those children who may be unable to find something on their own.

Children should be allowed to make presentations in different forms according to the work they have done. This may include group or individual dramatizations. The presentations may include artwork such as cornhusk or applehead dolls or colonial toys like yo-yo's, buttons on a string or a flute made from reeds. Every child would be expected to participate in some manner. Each child should be asked to get the teacher's approval for any project he or she wishes to work on.

Artifacts of the period could be collected for additional display and food from the period should be served. This would probably be made at home and brought to school on the special day.

Crossword Puzzles - Activity 8

Here is another activity that can be used with any unit in this handbook. The sample words given will apply to the Colonial period. Children will enjoy creating their own crossword puzzles. The following procedure can be used to help them learn.

1. Begin by selecting many words on the topic, even though all of them may not be used. Be sure to include words at various levels of difficulty.
2. Make a matrix of squares in ink or use graph paper. Using a pencil, experiment with words in the matrix.
3. For children who are inexperienced with crossword puzzles, start with a simpler version with only one word going down which forms the base for all words going across.
4. For children who are ready for a regular crossword puzzle, start with one or two long words which will form the base of the puzzle. Try to fit other words with them. For example, use apprenticeship and Jamestown.
5. Next, number the crossword puzzle. Circle the first letter in each word. Go back to the first row and number each circled letter consecutively row by row.
6. Make two lists--one list of the words going across and the other list of the words going down.
7. Define each word by using the definitions given in textbooks, dictionaries, encyclopedias and other books.
8. Shade each empty box. (Cacha, 1980)

Other examples of words that will fit with the two "starter" words

are as follows:

Pilgrims

Plymouth

hearth

weaving

Limner

Blacksmith

spinning

master

witch

colonist

Make Believe Colony - Activity 9

Divide the class into groups of two and have each team prepare a folder for its Make Believe Colony. Give the following instructions:

Because you are having trouble getting along in the strict colony where you live, you are given a land grant from the King of England. You and your partner will need to name your colony, date its founding, design its flag, draw a map of the 13 colonies and show where you would add your colony. Include facts about the colony's economy, government and religion. Include some of your own ideas, for example, a letter to the colony or a diary about life in the colony.

Finally, create a classroom colony using the best ideas from the Make Believe Colonies. Design a new flag, banner and large scale map. Write a declaration of independence. (Bargsley, 1984)

AMERICAN REVOLUTION UNIT

Objectives

1. To understand the causes of the Revolutionary War.
2. To gain knowledge of some of the major battles and their effects on the war.
3. To understand the significance of Valley Forge.
4. To gain a better understanding of the human side of war.
5. To gain an understanding of the consequences of the war in affecting the principles of individual liberty and self-government.

Trade Books

Fisher, Leonard Everett

TWO IF BY SEA

Random House, 1970

The events of the evening of April 18, 1775 are described in this book. The account is divided into four sections, and it recounts the actions of four men during two eventful hours of that night: Joseph Warren, who sent the message to Revere; Paul Revere, who lit the signal lanterns; Robert Newman, and the commanding general of the British forces, Thomas Gage. The illustrations are dark blue and white and add drama to the text. The book is appropriate for grades four through six.

Monjo, Ferdinand N.

A NAMESAKE FOR NATHAN; BEING AN ACCOUNT OF CAPTAIN NATHAN HALE BY HIS
TWELVE-YEAR-OLD SISTER, JOANNA

Ernos Keith

Coward, 1977

Nathan Hale's young sister, Joanna, tells the story of her family's life in 1776, when Nathan and five of their brothers were serving in the Continental Army. The story focuses on Nathan's visits and absences and the long wait to learn if the rumor that he'd been shot as a spy were true or not. However, the greater impact of the book is in the vivid way it pictures how war impinged on families and communities. The book is appropriate for grade levels five through eight.

Tunis, Edwin

THE TAVERY AT THE FERRY

T. Y. Crowell, 1973

This well-organized book gives authoritative information about the Revolutionary War period with the use of finely detailed illustrations and interesting text. The reader gains information about clothing, buildings, weapons, vehicles and other artifacts. The text describes a New Jersey ferry and tavern belonging to a Quaker family. In following the changes in the family and in the property, the author gives information about the Colonial way of life. The final pages describe the events preceding the Battle of Trenton as well as the battle itself. The book is appropriate for grades four through adult.

Fritz, Jean

AND THEN WHAT HAPPENED, PAUL REVERE?

Margot Tones

Coward, 1973

This description of Paul Revere's ride to Lexington is funny, fast-paced and historically accurate. The interest of the story is increased through the establishment of Revere's character as a busy, bustling, versatile and patriotic man who loved people and excitement. The account of his ride is preceded by a description of his life and the political situation in Boston, and the story concludes with Revere's adventures after reaching Lexington. The book is appropriate for grades three to five.

McGovern, Ann

THE SECRET SOLDIER: THE STORY OF DEBORAH SAMPSON

Ann Grifalconi

Four Winds, 1975

This biography is based on the life of Deborah Sampson Gannett who became a soldier in the Revolutionary War. This exciting adventure is particularly appealing because of the protagonist's successful plan to pose as a man and join the Continental Army. Her service as a soldier, the discovery that she was a female and her career as a lecturer in later years contribute to this book for young readers. The story is appropriate for grades three through five.

Clapp, Patricia

I'M DEBORAH SAMPSON: A SOLDIER IN THE WAR OF THE REVOLUTION

Lothrop, 1977

Deborah Sampson, disguised as a man, served as "Robert Shurtlieff" in the Continental Army during the Revolutionary War. Deborah describes her childhood and youth and the death of the young soldier she expected to marry. These events provide the reasons for her enlistment. She is candid about some of the problems she had during her service such as hiding her identity by retreating to the woods when necessary and adjusting to seeing her comrades relieving or bathing themselves. The story is appropriate for grades five through eight.

Phelan, Mary Kay

FOUR DAYS IN PHILADELPHIA

Charles Walker

T. Y. Crowell, 1967

This book examines the events of July first to July fourth in Philadelphia in 1776. Several chapters describe the actual signing of the Declaration of Independence and other chapters describe the history of the document. The characters are shown as very real and worried men since the delegates are divided and the issue of whether or not to declare a dissolution of ties to the British Crown is pending. The text of the Declaration, a bibliography, and an index are included. The book is appropriate for grades five through seven.

Phelan, Mary Kay

MIDNIGHT ALARM

Leonard Weisgard

T. Y. Crowell, 1968

The author describes the details of the action packed days that preceded Paul Revere's ride in Lexington, his capture and mysterious release. As Revere moves about this city, he mulls over the situation, giving the reader background for an understanding of the nature of the immediate events. The personal focus and moderate tone give the familiar material surprising interest. The book is appropriate for grades four through six.

Russell, Francis

THE FRENCH AND INDIAN WAR

Harper and Row, 1962

The French and Indian Wars occurred before the American Revolution and instilled a feeling of self-reliance, an important factor leading to the Revolution. The subject of this book includes four wars fought over the possession of the Ohio Valley and other wilderness lands. The English fought side-by-side with American colonists against the French and their Indian allies. The book is illustrated with old paintings and prints. It is appropriate for grades four through adult.

Fritz, Jean

WILL YOU SIGN HERE, JOHN HANCOCK?

Trina Schart Hyman

Coward, 1976

Wealthy, extravagant and vain, young John Hancock was one of Boston's leading fops. But, as shrewd and sloppy Samuel Adams saw it, anyone with such winning ways and such a lot of useful money was valuable to the Patriot cause. As President of the Continental Congress, he was the first person to sign the Declaration of Independence. Although Jean Fritz writes with a light touch, her scholarship and research are very serious. She makes the conceited but good-hearted Hancock a truly believable man. The book is appropriate for grades three through five.

Clark, Clorinda

THE AMERICAN REVOLUTION 1775-83

H. Foothill and H. S. Whithorne

McGraw-Hill, 1967

This account is non-partisan and covers the major figures--British, Colonial, Patriot and Tory--of the American Revolution. The book outlines important campaigns and decisive battles. It also has the additional merit of being historically thoughtful by pointing out that the outcome of a battle often may have depended on personalities, relationships between people or political maneuvers. The book includes maps and endmaps and is illustrated with contemporary drawings and engravings. It is appropriate for grades five through nine.

Fritz, Jean

WHERE WAS PATRICK HENRY ON THE 29TH OF MAY?

Margot Tomes

Coward, 1975

This book is an interesting biography of Patrick Henry. The author has done all the necessary research to present the facts accurately. The facts have been incorporated into the story and the book is enjoyable to read because of its conversational style. The reading level is appropriate for grades three through five.

Fritz, Jean

EARLY THUNDER

Lynd Ward

Coward McCann, 1967

The story is set in Salem, Massachusetts in 1775 and depicts the dissension between the Patriots and those who were loyalists. Fourteen-year-old Daniel followed his father's path of loyalty to the King even though most of his schoolmates were Patriots. As time went on, Daniel began to have doubts about the British attitudes and intentions and began to see the Patriot viewpoint. He finally joined the townspeople against the British troops. The characters are believable, but are less interesting as people than as examples of people's attitudes. The plot is also used as a means of showing the general pattern and movement of events. The book is appropriate for the more mature reader on the grade levels from six to nine.

Fritz, Jean

WHY DON'T YOU GET A HORSE, SAM ADAMS?

Trina Schart Hyman

Coward, 1974

Samuel Adams didn't care how he looked or if he had to walk everywhere. His thoughts on Colonial independence were most important to him and he would stump around Boston talking to all who would listen. No one seemed to be able to talk Sam Adams into riding a horse until one day John Adams pointed out that if a declaration of independence was signed, they would be not just revolutionary leaders but statesmen of a new nation. And who ever heard of a statesman who couldn't ride horseback? Jean Fritz very effectively describes the start of colonial dissent and gives additional historical details through the use of a postscript. The illustrations are funny and historically accurate. The book is appropriate for grades three through five.

Collier, James Lincoln and Christopher

MY BROTHER SAM IS DEAD

Four Winds, 1974

A large part of this story is based on actual events and takes place during the Revolutionary War period. A young adolescent, named Tim, from a Connecticut family tells the story. Tim's father is not sympathetic toward the Patriot cause; however, Tim tries to maintain a neutral attitude. His older brother, Sam, joins the Patriot army after a fight with their father. Tim urges his brother to quit and come home, but he refuses believing loyalty to his country must come first. Eventually Sam is executed as a cattle thief. As Tim sees the long years of tragedy, confusion and despair go by, he has more conviction of the folly of war than about either Tory or Patriot viewpoints. This story is for more mature readers grade levels six to nine.

Monjo, Ferdinand N.

ZENAS AND THE SHAVING MILL

Richard Cuvvari

Coward, 1976

This story depicts the plight of the Quakers during the Revolutionary War. Zenas is the Quaker lad who tells the story as he is sailing back home to Nantucket from the mainland. Because the Quakers refuse to fight, they are the enemy and prey of Patriots, British and Tories. Their possessions are seized, their ships taken and their actions suspect. Zenas calls the American ships "Shaving Mills" because they shave their victims of everything they own. Experienced in navigating in his home waters, Zenas cleverly evades a "shaving mill" by taking his sloop over a bar and enticing the pursuing ship to do the same--knowing that he can get across but that the ship cannot. The book is appropriate for grades four through seven.

Snow, Richard F.

FRELON STARBIRD: BEING A NARRATIVE OF THE EXTRAORDINARY HARDSHIPS
SUFFERED BY AN ACCIDENTAL SOLDIER IN A BEATEN ARMY DURING THE AUTUMN
AND WINTER OF 1776

Ben F. Stahl

Houghton, 1976

This story is a vivid account of the Revolutionary War through the eyes of a soldier who never really planned to enlist. Freelon and his friend had been drinking and thought it would be a lark to volunteer in the Continental Army. They found out that it was no lark to be part of an army who was always hungry, ill-clad, cold, sick and often frightened. Freelon participates in the surprise attack on Trenton which is a desperate, disorganized but somehow successful foray. The funny and lively story is appropriate for more mature readers from the seventh to ninth grade level.

Follow-Up Activities

Mystery Person, Place or Event--Activity 10

Here is another activity that can be used with any of the historical periods, not just the Revolutionary example that follows. Divide the class into small groups and ask the students to solve a mystery based on a sequence of clues given by the teacher orally. After each clue is read, the groups have a two to five minute period to discuss, think and consider making some hypothesis. Guesses are sealed in an envelope and the clue number is written on the envelope. After all the clues are given, the envelopes are opened and points are given according to which group guesses correctly at the earliest clue. The mystery could be an event, person or place. (Turner, 1984)

The following chart is an example of how to develop clues for a Mystery Person:

Category	Kind of Information the Clue Should Provide	Example
1. Career	What type of work did the person do?	The individual was both a soldier and a politician.
2. Life Span	How long did the person live?	The person was killed in middle age.
3. Family	What is some generally known information which would help in identifying him or her?	The person was born outside of North America.
4. Geographical Region	What was one part of the world in which the person worked/lived and during what part of the individual's life did he/she live there?	The individual was considered a New York resident.
5. Time Frame	What are some significant events that occurred or individuals who lived within a reasonable time block of the individual's life?	The individual lived during the time of the birth of the United States.
6. Contemporaries	Who were some other well-known individuals living at the same time as the individual?	The individual was acquainted with George Washington and Thomas Jefferson.
7. Childhood and Education	What events in the individual's childhood and education would help distinguish and identify him or her?	The individual had a classic education.
8. Location	What was at least one specific place associated with the individual?	The individual was in both New York and Philadelphia when they were national capitols.

Category	Kind of Information the Clue Should Provide	Example
9. Reason for Fame	What kind of accomplishments did the person achieve or what kind of contribution did he or she make?	The individual helped establish a strong federal government.
10. Hobbies Pasttimes Recreation and Skills	In what ways did the person spend time in his or her early life or later on?	The individual was a noted writer.
11. Unique Character- istics	Was the person known for any eccentricities, given any special awards or recognized for an unusual or coincidental event?	The individual was strong willed, ambitious and had strong views.
12. Associates, Friends and Allies	Who specifically were the people with whom the individual worked?	The person was Secretary of the Treasury and Aide to George Washington
13. Rivals and Enemies	Who opposed the individual or competed with him or her?	The individual's enemies were Aaron Burr and Thomas Jefferson.
14. Final Chapter Birth and Death	What was the last important act of the individual? What are the dates of the person's life?	The person was killed in a duel.
15. Name	Who was the individual?	Alexander Hamilton.

Dress As The Character - Activity 11

Ask the students to choose a character from the Revolutionary War period or any other period included in this handbook. Have the students dress as the character would have and tell the character's own story using appropriate mannerisms and speech habits.

In preparation for this activity ask the children to make time lines. For every important event in the person's life, have the child prepare an index card with the date, name, place and fact listed on it. Tape the cards in order to bulletin board paper and illustrate each event next to it.

Next ask each child to draw a life-sized character (outline child's body). Paste the figure on poster board and cut it out. Clothing and hairstyles will serve as a model for the child's costume.

Invite a local storyteller or show a videotape of a storyteller. After the storyteller tells a tale, discuss this art. Talk about whether it is advisable to exaggerate, how much practice may be needed and how loud to speak.

To find out how well--or little known each character is have students draw up questions to ask classmates and family. This task will help the children to realize the common misconceptions about their characters and factors to keep in mind when pretending to be the real character.

Each child should prepare a short biographical tale for the actual storytelling day. The child should be prepared to answer questions while remaining in character. (Bargsley, 1984)

Open Ended and Imagine If Stories - Activity 12

Here is an activity that could be used with any of the periods in this handbook. Ask the children to finish a story that you, the teacher, has started. Then ask the children to make up their own stories for their classmates to finish. The following is an example taken from the Revolutionary War period:

"As Joshua Clark listened to Sam Adams talk about American rights, the madder he got. He knew he was being called to a glorious cause. Here was his chance to contribute. His eyes turned to the harbor and the ship full of tea . . ."

Ask students to imagine they were Yankee peddlers in 1776. Have them describe themselves and their work. Develop other "imagine if" stories about the taverns, toys, and trading ships of the day. When the stories are finished, they should be shared with the class. (Bargsley, 1984)

Creative Interviews - Activity 13

Ask students to write a dialogue of an interview they have conducted with a person who could have lived during a particular historical period. Any period included in this handbook could be used. The assignment works best when the interview has a specific purpose. For example, when interviewing a person from the Revolutionary War period, students can ask questions which probe the interviewee's reasons for becoming a rebel or a loyalist or remaining neutral. In other periods such as the Westward Movement or Colonial Life, the purpose of the interview could be to describe lifestyles of people from that period.

After the dialogue is written, students assume the personality of their interviewee and move around the room asking each other questions in order to determine whether interviewees as portrayed by classmates became rebels, loyalists or remained neutral. Only five questions, answered yes or no, can be asked by one student of another student. Students must keep a record of decisions they make about each student's portrayal. After this portion is completed, the decisions of the students and the correct identities are revealed and analyzed.

During the analysis three ideas should be discussed; (1) what question or information best helped to identify the correct decision of other students; (2) what characterized rebels, loyalists or neutralists; and (3) how students would react if faced with similar decisions. (Keller, 1979)

Historical Reenactment - Activity 14

Events which lend themselves to reenactment are dramatic, as well as significant both historically and socially. Events could be taken from any period covered in this handbook, not just the Revolutionary War period example that is explained later. Examples of events include explorations and discoveries, moments of inventions, decision-making events, historic meetings and confrontations, debates and trials, signing of treaties and surrenders, cultural-reflecting ceremonies, rituals and rites, and construction tasks.

Battles are not suitable for reenactment in a school; however, contexts of events related to them may be. For example, much could be learned by reliving scouting expeditions, sentry duty and camp life at Valley Forge or in the trenches during World War I. Military surrenders (Lee to Grant at Appomattox, Cornwallis to Washington at Yorktown), staff briefings prior to battles, and initial or final meetings of major generals with their troops are all suitable material for reenactments.

An example of how to plan a reenactment of the writing of the U. S. Constitution follows:

The American Revolution would have been covered in depth and the students would be familiar with the political possibilities of the period. The teacher would discuss the events and review the problems. Questions such as the following could be framed:

1. Which of the Revolutionary figures were present?
2. How many people attended? What interests did they represent?
3. How were the men dressed? Why were they all men?

4. What did they want and expect to accomplish individually and collectively?
5. Why were they present? What was the catalyst?
6. How did the writing of the Constitution get started?
7. What was the building like?—the room and its furnishings?
8. What time of the year did the men meet?
9. What was the weather like during their meeting?

Since a reenactment is an attempt to discover forces that made those individuals think, behave or strive as they did, three questions must be considered for developing dialogue. They are as follows:

1. What should be done and said in this situation?
2. What was done and said in this situation?
3. What could have been done and said in this situation? (Turner, 1985)

Sequence Pantomime Game - Activity 15

Jean Fritz's stories are particularly appropriate for this game. A specific example is the book Where Was Patrick Henry on the 29th of May? The following scenes from this book could be used:

Scenes from Patrick Henry's Life

1. Going fishing with a pole over his shoulder.
2. Going hunting for deer or possum, with a rifle in his hands, accompanied by a dog at his heels.
3. Walking barefoot through the woods, lying down while listening to the rippling of a creek or the sounds of birds singing and imitating their songs.
4. Listening to rain on the roof, his father's fox horn, and music of flutes and fiddles.
5. Teaching himself to play the flute when he is recovering from a broken collarbone.
6. Listening to his Uncle Langlo Winston making speeches.
7. Waiting for the school day to end.
8. Playing practical jokes on his friends, including upsetting a canoe.
9. Trying to be a storekeeper without success.
10. Attempting to be a tobacco farmer.
11. Attending court and discovering that he liked to watch and listen to lawyers.
12. Beginning his law practice and not finding many clients.
13. Defending his first big case in court and winning.

14. Arguing against taxation without representation as a member of Virginia's House of Burgesses.
15. Delivering his "give me liberty or give me death" speech at St. John's Church.
16. Governing Virginia.
17. Hearing the news that the Continental army had defeated the English troops at Saratoga, New York.
18. Speaking against the enactment of the Constitution of the United States and for individual and states' rights after the war was over.
19. Retiring on his estate in western Virginia.

These scenes would be used to develop cue cards which would look like the following examples:

You begin the game,

Pretend that you are a young barefoot Patrick Henry happily going fishing with a pole over your shoulder.

When you are finished, sit down in your seat.

The second card would read:

Cue: Someone pretends to be a young Patrick Henry going fishing with a pole over his shoulder.

You are a young Patrick Henry happily going hunting for deer or possum, with a rifle in your hands and accompanied by a dog running at your heels.

When you are finished, go back to your seat.

The rest of the scenes would be written in a similar manner. The cards would be distributed randomly. Children should be asked to watch carefully and wait for each player to complete the pantomime. The teacher should have a master sheet containing all the cues in sequential order so that she can give the cues in case a pantomime is misinterpreted or the group loses its direction.

Any story from any period of history that includes interesting action scenes could be used for this game.

CIVIL WAR UNIT

Objectives

1. To gain a comprehensive view and understand the magnitude of the Civil War.
2. To understand the issues that led to the Civil War.
3. To understand the Slavery issue and how it related to the Civil War.
4. To gain knowledge about some of the major battles and their effects on the war.
5. To gain a better understanding of the human side of war.

Trade Books

Hickman, Janet

ZOAR BLUE

Macmillan, 1978

This story illustrates the emotional effects of war when the younger members of the Separatists group in Zoar, Ohio defy their elders and enlist in the Union Army. The author encourages children to understand the conflict of these young men as the characters discuss Lincoln's call for troops, debate their need for loyalty to the constitutional government and discuss the teachings of their church that stress that men of conscience do not fight each other. The men long for the peace and stability of their old community while they are gone. The author develops several sides of the personal conflict by describing the residents of Zoar, their grief for their sons, their physical sacrifices and the changes in the soldiers after they return home. The book is appropriate for grades five through seven.

Fox, Paula

THE SLAVE DANCER

Eros Keith

Bradbury, 1975

The cramped quarters of a slave ship and its chained human cargo provide the setting. The story is told from the point of view of a 13 year-old boy from New Orleans who is kidnapped for the purpose of playing his fife on a slave ship. Upon reaching Africa, Jesse learns about the trade in human "Black Gold" and discovers that, in their greed for trade goods, native chiefs sell their own people and those kidnapped from other tribes. Jesse is horrified by the low regard for human life and is shocked when prisoners who die are thrown overboard. He learns the reason for having him aboard when slaves are dragged on deck and forced to dance; a dead or weak slave cannot be sold for profit, and dancing is believed to keep their bodies strong. The book reveals the true inhumanity of slavery. This story is appropriate for grades six through adult.

Hunt, Irene

ACROSS FIVE APRILS

Follet, 1964

The beginning conflict is effectively introduced as a family in Southern Illinois debates the issues related to the war and chooses its allegiances. Matt Creighton, the head of the family, argues that a strong union must be maintained. The majority of his sons agree with him; one argues that people in the South should be able to live without government interference. The author develops a strong personal conflict as Jethro, the youngest boy, is emotionally torn between two beloved brothers, one who joins the Union Army and another who fights for the Confederacy. This is a touching story of a heroic family's overcoming their problems at home while awaiting news of fighting sons. Children are helped to visualize the real tragedy of the Civil War where brothers fought against brothers and neighbors against neighbors. This book is appropriate for fourth grade through adult.

Davis, Burke

APPOMATTOX, Closing Struggle of the Civil War

Edited by Walton Lord

Harper and Row, 1963

Here is the story of the last days of the Civil War. The Southern Army is under the command of General Robert E. Lee and the forces of the union are under the command of General Ulysses S. Grant. The two armies meet at the village of Appomattox Court House and Lee surrenders to Grant. The book also describes the significance of the victory which not only rids the United States of slavery and preserves the Union but also opens the way to modern times. The book is illustrated with black and white photographs and drawings. It is appropriate for grades four through six.

Phelan, Mary Kay

MR. LINCOLN SPEAKS AT GETTYSBURG

W. W. Norton and Co., Inc., 1966

This book tells about the events which led to the writing and delivery of Lincoln's famous Gettysburg Address. The author documents the press reports and the reaction of the country at the time. She also includes a careful analysis of the speech and Lincoln's original and poetic feeling for language. The book is illustrated with black and white photographs and is appropriate for third grade through adult.

Monjo, Ferdinand N.

THE VICKSBURG VETERAN

Douglas Gorsline

Simon and Schuster, 1971

Handsome pictures that have the flavor of old engravings add to the value of an excellent historical book for young readers. The story is told by the 12 year old son of Ulysses S. Grant, who served with his father in the Vicksburg Campaign of 1863 when the North made a fifth attempt to capture the city that controlled the Mississippi. By running the shore battery and crossing below Vicksburg, Grant was able to circle through confederate territory and achieve victory. The simplicity of style and personal observation give the account an immediacy that makes it vivid. The book has none of the stiffness so often found in descriptions of military action. It is appropriate for grades three and four.

Miller, Edward and Betty Jean Mueller

THE HALLS OF LINCOLN'S GREATNESS

Meredith Press, 1968

This book is a portrait of the man, Lincoln, and the times and places in which he lived. It is illustrated with black and white photographs. In addition to the insights about our sixteenth president, it gives a complete account of some of the highlights of the war in capsule form. The book is appropriate for grades three through six.

Davis, Paxton

THREE DAYS

Atheneum, 1981

Here is a descriptive account of the Battle of Gettysburg from the perspective of the Confederate Army led by General Robert E. Lee. Lee's failure at each critical moment is recounted and attributed to his own misjudgments or the shortcomings of his principal subordinates. Counterpoint to the story of Lee is a running account of an anonymous Confederate soldier. There are excellent black and white maps showing the movement and position of the troops on the battlefield. The book is appropriate for fifth grade through adult.

Meltzer, Milton

ALL TIMES ALL PEOPLES

Harper and Row, 1980

This book tells the history of world slavery. It begins by explaining what slavery is and how it happened. The book ends with the difficult question of how to rid the world of this evil. The black and white illustrations are excellent. The book is appropriate for grades three through adult.

Glass, Paul

SINGING SOLDIERS

Louis C. Singer (Musical arrangements)

Grosset, 1968

This book is an impressive historical collection of Civil War songs. In addition to a long and informative introduction, the authors explain their modernization of the piano settings (all fairly simple) and provide some background information for each song. Topically grouped, the songs--with the compiler's notes--do indeed have historical as well as musical value. The book is oversize, the pages lie flat for group use or piano rack, and the illustrations are reproductions of old prints. It is appropriate for ages four through adult.

Barnes, Eric Wollencott

THE WAR BETWEEN THE STATES

W. N. Wilson

McGraw-Hill, 1959

This book deals mainly with the great battles and the men who fought them; however, every effort has been made to show the continuity of the war as it gathered momentum in its sweep across country. Much detail is left out so that the basic line of action will be clear. A sharper sense of the magnitude and fury of events is given. The illustrations are pen and ink drawings. This book is appropriate for grades four through six.

Katz, William Loren

AN ALBUM OF THE CIVIL WAR

Franklin Watts, Inc., 1974

This is an excellent account of the Civil War including the vast majority of critical information. There are short descriptions of the major happenings of the period and each description has a heading. The book is well-illustrated with original prints and photographs. This book offers an interesting way to gain a factual, comprehensive view of the Civil War. It would be appropriate for any age or reading level.

Fritz, Jean

STONEWALL

Stephen Gammell

G. P. Putnam's Sons, 1979

Here is a book about the life of the Confederate General who became a hero. A strong, ambitious leader, Stonewall Jackson led his men fearlessly against the enemy. The book gives some background of his early years and then proceeds to give an account of the battles he led during the Civil War. The battle of Chancellorsville was his last. He died there as a result of injuries received in combat. The reader gains an understanding of the man's ability as a general and of some of the details of the battles in which he engaged. The book is appropriate for fourth through sixth grade reading levels.

Foster, Allen G.

SUNDAY IN CENTERVILLE, The Battle of Bull Run

Harold Berson

White, 1971

Here is a long, detailed and well researched description of the Battle of Bull Run, the battle that created Confederate heroes and made it clear to the North that it might be a long, long war. The account is preceded by a discussion of the complex causes of the war. Among these were Northern and Southern attitudes and misconceptions, the response to secession, and the military preparations of the Union and Confederate Armies. The writing is straightforward and serious but occasionally leavened by humor. This humor also comes across in the illustrations. The book is appropriate for grades five through eight.

Keith, Harold

RIFLES FOR WATIE

Crowell, 1957

This book tells of the life of a Union soldier and spy engaged in the fighting of the western campaign of the Civil War. A young farm boy from Kansas joins the Union forces and becomes a scout and accidentally a member of Stand Watie's Cherokee Rebels. He is one of the few soldiers to see the war from both sides. This book is appropriate for grades five through adult.

Judson, Clara Ingram

ABRAHAM LINCOLN, FRIEND OF THE PEOPLE

Wilcox and Follett Company, 1950

This book is an excellent biography of Abraham Lincoln. The author did an extensive amount of research before she wrote the book which adds greatly to its authenticity. The story begins when Lincoln was a farm boy in Kentucky and continues to present a picture of the man who became President and saved the Union. The story ends with Lincoln's assassination in April 1865. The book is illustrated with full color kodachrome reproductions of the Lincoln dioramas in the Chicago Historical Society Museum. This book is appropriate for grade levels four through adult.

Follow-Up Activities

Video Tape and Roleplaying - Activity 16

Divide the class into different groups with each group representing a faction of citizens who strongly advocate a particular position. An example of a possible issue is as follows: Should the southern states secede from the Union? Groups formed could be Plantation owners, abolitionists, slaves, poor southern farmers and northern industrialists.

Each group is given an attitude card which reflects the concerns and motivations of the group. Next the group is given time to discuss and reach a group consensus upon the issue. One person selected from the group as a representative reports to the local television station. The videotape recorder, camera and television monitor make up your local station. Each representative tapes a short report to the community, detailing the groups' position regarding the issue. When all the reports have been completed, the entire class views the videotaped reports to gain an overview of the positions and attitudes concerning the issue. Following the viewing, an open discussion of the various positions is undertaken. At this time, students drop their assumed roles and express their personal thoughts concerning the issue.

This activity could be adapted for any of the periods included in this handbook. (Chiodo, 1984)

Write a Biography - Activity 17

Have the class write a biography of a soldier who served in the Civil War. This activity could be adapted for use with any of the periods in this handbook.

Collect and arrange primary and secondary sources so that students can work in small groups and create a piece of writing each day for about five days.

Primary sources might include:

Public documents--Military records, surgeons' reports and pension applications

Family Records--Obituaries, County histories and photographs

Newspapers--papers from the period could be obtained from historical societies or libraries

Secondary Sources would include:

Maps, drawings, photographs and historians' accounts of geographical features and historical events

As the students work in their groups, they answer questions such as: What was the local sentiment in regard to a particular event? How does that compare with the characters actions? How does it compare with national or international opinion? What ethical dilemmas might the character have faced? How might he/she have been feeling at this point? How did the students use a source for evidence?

After the students have worked in their groups, they share with the whole class. After the discussion, the students write to interpret their research by creating a diary or journal entry or by writing a letter to a

friend. The writing should be limited to one or two days in the character's life and should be told from the character's point of view.

During the last class the students are asked to write the final biography. Either small groups can collaborate on a final written narrative or children can write individually, whichever seems most appropriate for the individual class. (Levstik, 1983)

The History Mystery - Activity 18

This is an activity that could be used with any period of history included in this handbook. The explanation given here uses the Civil War period.

Ask the students to write a biographical sketch about a well-known historical figure from the Civil War period. After their sketches have been graded and returned to them, have them rewrite the sketch in first person. For example, suggest that students begin their narrative with such statements as "I, Abraham Lincoln, was born on February 12, 1809," or "I, Abe Lincoln, was sixteenth President of the United States."

After completing their narratives, the students are asked to write two more first person accounts. The difference in these accounts is that they are to be falsified; there are to be intentional mistakes made in the text. These mistakes may involve three types of errors: anachronisms, logical inconsistencies, or logical impossibilities. Explain these to students by giving them examples.

If a student were writing about Abraham Lincoln in the false accounts, he would state that the Lincoln-Douglas debates were televised to a limited audience on the East Coast; or that Lincoln and Douglas communicated on several occasions over the phone. These are examples of anachronisms. A logical inconsistency would be to say that Lincoln had four children with Mary Todd and then later state that his sixth child was studying law at the time of the President's assassination. Finally, an example of a logical impossibility would be to say that Lincoln was born in 1878 and became President in 1860.

Students do not have to use all three types of errors, but they

should use at least one in each falsified account.

When accounts are finished, have the students place the three narratives together in random order and staple them into a packet. Next, the teacher distributes 3" x 5" cards to the students and asks them to write the name of their historical figure at the top, the mistakes made in the false accounts and the title of the true narrative at the bottom. The cards are then filed in a box to be used for later reference.

The students now exchange their packets and try to figure out which of the three narratives in each packet is the true account. Students write their guesses on a piece of paper and explain their answers by citing the mistakes in the falsified versions. Students can check their guesses with the file cards in the box. (Klasky, 1979)

The Student As Lyricist - Activity 19

The teacher asks the students to write a poetic ballad from the first person point of view. The teacher begins by playing cassettes of examples from previous projects or by using examples given in this description.

A professional songwriter is asked to offer instruction in lyric writing. The composer gives one class lesson on lyric writing, verse forms, rhyme schemes, etc., with illustrations from current popular music. In the event that a professional songwriter is unavailable the teacher must give this instruction.

Students select events or personalities from any of the periods of history included in this handbook for their ballad topics. The students may work alone or in small groups. When the lyrics are finished, they are given to the composer, who will need two to four weeks to write the music. Here again if a professional composer is not available, perhaps the music teacher could be asked to do this.

An assembly presentation of the best compositions is held. Ten to twelve songs can be presented in a forty-five to sixty minute time period.

Examples of lyrics written by students are as follows:

The Arizona was quick to go,
Its hull engulfed in flames.
The Japs destroyed the rest of the fleet;
The California sank in shame.
The air was once again still,
But the harbor was filled with red.
Our navy had taken its fill:
Pearl Harbor Ballad, Geoff Allman, Craig Shields

Lord, come down and free me now.
 I must break away somehow.
 I have labored on this land for many a year.
 I've shed blood upon the soil.
 I've been forced to toil.
 I have labored on this land for many a year.
 Oh how can I break away?
 Of a railroad I've heard say.
 I will take a stand: be property no more.
Bondage, Larry Hoskins, Jeff Smith

"It's been called "The Civil War"
 And the "War Between the States."
 It started because of the slaves and Lincoln,
 A man of many debates.
 Will America split?
 Will America split?
 Will United States become two?
 And after the opening shots were fired,
 The Gray fought against the Blue.
The Civil War, Lee Ann Schappe

(Lichtmann, 1985)

Resource Folder - Activity 20

A teacher constructed resource folder could be used in connection with any of the periods in this handbook. The folder would be based on an issue and would include primary sources. The intention of the folder would be to generate active participation by the students.

An example of such an issue might be:

In what ways did slaves resist slavery?

Source material might include:

1. Newspaper accounts on such matters as illegal slave trafficking
2. Copies of reward posters for escaped slaves
3. Map of underground Railroad routes
4. Letters written by an observer at a slave auction
5. Samples of slave narratives--interviews of ex-slaves
6. Photographs of ex-slaves
7. Article from period newspaper describing an impending fugitive slave trial
8. Period pictures of homes of escaped slaves

Activities which might be generated:

1. Try a fugitive slave case based on a news report
2. Trace slave routes north using one of the slave narratives
3. Map terrain covered, possible danger points in routes north
4. Study survival techniques, then write a guide to the Underground Railroad
5. Role play: Debate between abolitionist and pro-slavery speakers

6. Research: Slave Insurrections in the U.S. (Turner, Prosser)
7. Develop charts/graphs showing patterns of immigration over time and periods of legal and social restriction
8. Mock legislative session on immigration laws (Levstik, 1983)

WESTWARD MOVEMENT UNIT

Objectives

1. To understand how fur trading was instrumental in the development of the West.
2. To understand the importance of the Louisiana Purchase.
3. To understand the part the discovery of gold played in the Westward Movement.
4. To understand what frontier life was like.
5. To learn about some famous pioneers especially those who were leaders in the Westward Movement.
6. To understand how the availability of free land was instrumental in the development of the West.

Trade Books

Teal, Mildred

BIRD OF PASSAGE

Ted Lewin

Little Brown and Co., 1977

This book links two stories through the flight of the blue heron and life in the marshes. As the heron flies south, an Indian boy and his mother are also forced south to flee raiding white settlers. As they reach Georgia marshes, the great bird begins its northward journey to its nesting ground in the Gloucester marshes. Here an English cobbler, his ailing wife and sick daughter have found new and strange hardships. The daughter gains strength from her freedom and learns to survive from the marsh. The book is appropriate for grades four through seven.

Bohner, Charles

BOLD JOURNEY

Houghton, 1985

This splendid story of young Hugh McNeil's experience with the Lewis and Clark expedition is historical fiction at its best. The account of the journey westward turns a chapter of history into a real and very believable adventure. The book includes a map and a brief section which details further reading opportunities. The story is appropriate for grades five through eight. (Notable 1985 Children's Trade Books in the Field of Social Studies)

Singmaster, Elsie

I HEARD OF A RIVER

Henry C. Pitz

Holt, Rinehart and Winston, 1948

This book tells the story of the German-Swiss Mennonites who settled in what is now Lancaster County, Pennsylvania. More specifically, it is the story of Hannes, a German Lutheran boy, who joined a band of Swiss Mennonites fleeing the poverty of Europe in the 17th century. The river referred to in the title is the Susquehanna. The author has done research in order to present Pennsylvania regional background in correct detail. The book is appropriate for grades four through eight.

Caudill, Rebecca

TREE OF FREEDOM

Dorothy Bayley Morse

Viking, 1949

Thirteen-year-old Stephanie brought an apple seed with her on the long trek from Carolina to Kentucky in 1780. The tree she nurtured in the wild Kentucky soil was not only a link with the past, but a symbol of the new way of life that her family and other pioneer families would build. This is a story of homesteading and also a warm and interesting study of character and family relationships. The book is appropriate for grades four through seven.

Conrad, Pam

PRAIRIE SONGS

Darryl S. Zudeck

Harper, 1985

This story takes place in Nebraska at the turn of the century and is rich with detail about the beauty and hardships of pioneer life in the American West. It tells of the deterioration of a frail young doctor's wife who is unable to adapt to the harshness of prairie life. The story is made more vivid because the reader views it through the eyes of an adolescent girl who lives nearby. The book is appropriate for grades five through eight.

Freedman, Russell

COWBOYS OF THE WILD WEST

Clarion, 1985

The romance of the Old West is blended with the historical realities of cattle ranching through descriptive text and fascinating period photographs. Together they bring to life the decades of the great late 19th century cowboy. The book is appropriate for grades four through adult.

Tunis, Edwin

FRONTIER LIVING

World, 1961

This book presents a comprehensive view of frontier life with more detail given to conditions east of the Mississippi River. The activities of daily life such as housekeeping, farming, and school are described with clarity and accuracy. However, the scope of the Westward Movement is covered from its beginning during Revolutionary times until the last settlers climbed the mountain trails to the Far West. The illustrations are very fine black and white drawings. The book is appropriate for grades four through adult.

Strait, Treva Adams

THE PRICE OF FREE LAND

J. B. Lippincott, 1979

The author tells the true story of what life was like on the Nebraska prairie in 1914. The government was offering free land to homesteaders who would live and work the land for three years. Treva Adams tells of the first tornado, their sod house and all the difficulties involved in making a home in the wilderness. The book is illustrated with photographs taken from the family album and is appropriate for grades four through six.

Clark, Ann Nolan

ALL THIS WILD LAND

Viking Press, 1976

Eleven-year-old Maiju has arrived in Yankee Mills, Minnesota with her parents in the year 1876. The long trip from Finland was over and she was filled with excitement. The struggles of settling in this magnificent land of lakes and forests are recreated through Maiju's story. There is the hard work of settling, the loss of the first crop and finally the loss of her father. The loyalty and honesty of friends and her mother's love help her to face the future. The book is appropriate for grades four through six.

Steele, William O.

THE OLD WILDERNESS ROAD

Harcourt, Brace and World Inc., 1968

This is the story of one of the trails that led from western Virginia over the appalachians into the rich land of Kentucky. Four men played their distinctive parts in blazing this trail--they were Thomas Walker, Elisha Wallen, Daniel Boone and John Filson. Working from journals and other contemporary sources, the author tells the story of our country's thrust to the west. The book is appropriate for grades four through eight.

Dorian, Edith

TRAILS WEST AND MEN WHO MADE THEM

W. N. Wilson

McGraw-Hill, 1955

This is a brief and accurate account of the roads and trails we used to travel westward. The location of each famous trail and its history is given, and the famous people who made and used it are identified. The reader is introduced to the scope of the Westward Movement from the Spaniards who followed buffalo tracks and Indian trails to those pioneers who drove the Conestoga wagons. The illustrations are black and white drawings. The book is appropriate for grades four through six.

Grant, Bruce

THE COWBOY ENCYCLOPEDIA

Jackie and Fiore Mastri

Rand McNally, 1951

This is an interesting book which gives the reader a picture of the Old and the New West through information about the cowboy. The information is presented in alphabetical order as it would appear in a dictionary or encyclopedia. The illustrations are black and white drawings. The book is appropriate for grades four through adult.

Place, Marian T.

WESTWARD ON THE OREGON TRAIL

Harper and Row, 1962

This excellent book gives a comprehensive view of the Westward Movement. It is well-researched and written using authentic records of those pioneers who actually made the trip. The book is illustrated with paintings, prints, drawings and photographs of the period. It is appropriate for grades four through adult.

Andrist, Ralph K.

TO THE PACIFIC WITH LEWIS AND CLARK

Harper and Row, 1967

This book is an account of the first charting of the vast territory added to the United States by the Louisiana Purchase. The book presents accurate information in an interesting narrative which captures the readers attention and imagination. The illustrations are photographs, drawings, paintings, and engravings. The book is appropriate for grades four through adult.

Speare, Elizabeth George

THE SIGN OF THE BEAVER

Houghton Mifflin Company, 1983

This story explores the relationship between white settlers and Indians in the 1700's. When 13 year-old Matt's father left him alone to guard their newly built cabin in the wilderness, a renegade white stranger stole his gun. Now he had no way to shoot game or protect himself, that is, until he met an Indian boy. It was then that he discovered new ways to survive in the forest. He also began to understand the Indian culture and their problems in adapting to the white man and the changing frontier. The book is appropriate for grades four through six.

Follow-Up Activities

Simulated Wagon Train - Activity 21

Simulate a trip to California by wagon train. Begin by looking at a map from the 1850's to determine what your destination will be and then decide the best route to get from school to a jumping-off point in Independence, Missouri (students who already live in the West can choose an eastern location to start from). Discuss which tribes of Indians you will encounter. Will they be friendly or hostile? Which animals will you bring to pull the wagons? How will the company be organized? What rules and regulations are essential? Divide the class into families and have each family compose a letter stating its reason for joining the train.

An excellent source for information and activities in planning the simulation is Overland to California in 1859: A Guide for Wagon Train Travelers, compiled by Louis M. Bloch, Jr. This book quotes from primary sources such as The Prairie Traveler, Captain Marcy's Handbook for Overland Expeditions (1859), The Annals of San Francisco and the History of California (1855); and many others.

The book is available for \$9.95 each from Bloch and Company, Dept. IM, P.O. Box 18058, Cleveland, OH 44118. (Kaplan, 1986)

Keep A Diary - Activity 22

Ask the students to pretend that they are pioneers traveling West and are writing a diary about their trip. A notebook could be used with each new page representing a different day. Ask the students to think of the following types of questions as they write:

1. What was the weather like?
2. What was the land like, were there rivers, deserts, mountains, etc.?
3. What were the towns like that they passed through?
4. How many miles did they travel in a day?
5. What was the daily routine that was followed?
6. How were meals prepared?
7. Who were the people contacted along the way?
8. What was it like to travel in a small place like a wagon?

This activity would also work well with the study of Colonial life or it could be adapted for use with the war periods. When used with the war periods, the students could assume the roles of newspaper correspondents and keep track of events as they happened. (Condell, 1986)

Small Group Experience - Activity 23

This activity is to be completed by a small group of students. Ask the students to write a poem about the American cowboy. Have them include in their poem something about the rough western life that cowboys must have experienced from 1850 - 1900. Ask them to include what they have learned about Indians, cattle thieves, horses, Longhorn Texas cattle, sheep or anything else that is related to life in the West during this time period.

When the individual groups have completed their poems, have them read and interpret the poem to the entire class. Also ask them to tell how their group worked together to achieve the completion of the assigned task.

In actual fact, this activity could be adapted for use with any of the periods of history included in this handbook. (Holmes, 1983)

Immigrant Report - Activity 24

Pioneers called themselves emigrants because they were leaving America for what was then a foreign land. Have your students ask their parents and relatives the following questions:

1. Why did their parents or grandparents move here?
2. What did members of their family expect America to be like?
3. Did it meet their expectations?
4. In what ways did it surprise them?

Take time for students to imagine what it would be like to emigrate. Keeping in mind where their families are from, where would they choose to go? What dreams would they have and what would they be willing to do and to give up to fulfill them?

Ask students to research, report and interview present-day immigrants to America. What were and are these people hoping to find? What are the similarities and differences between emigrants to America and emigrants to the Wild West? (Kaplan, 1986)

Using Paintings - Activity 25

As a follow-up to the study of the Westward Movement, paintings about cowboy life could be used to illustrate its demanding, rigorous nature and to show the functions of items of cowboy clothing and equipment. The following paintings could be used:

Remington, The Fall of the Cowboy

His First Lesson

Stampeded by Lightning

Russell, Bronc in Cow Camp

Laugh Kills Lonesome

Borein, Steer Roping

Reynolds, The Good Life

Ryan, Sharing an Apple

The children should be encouraged to describe and compare each picture. The main theme of the painting should be identified and the children should identify equipment and clothing. Real items would then be introduced such as chaps, handkerchiefs, spurs, and ropes. The purpose of each item should be identified. The children should describe the demands of cowboy life and the importance of the cowboy to the cattle industry and the settlement of the West.

Resources:

Full-sized reproductions are preferred because they come closest to the qualities of the original. They can be obtained from museum shops and organizations like the New York Graphics

Society. (Fine Art Reproductions of Old and Modern Masters, 1980, Greenwich, CT 06836) Other sources include bookstores, traveling print sales, public library picture files, art books and anthologies of an artists work. (Hatcher, 1983)

WORLD WARS I AND II UNIT

Objectives

1. To gain a comprehensive view and understand the magnitude of the World Wars.
2. To understand the causes of the World Wars and why the United States became involved in each.
3. To understand how the depression played a part in these wars.
4. To gain knowledge of some of the major battles and their effects.
5. To understand the human side of war.

Trade Books

Reeder, Colonel Red

THE STORY OF THE FIRST WORLD WAR

Van Rees, 1962

This volume is a comprehensive history of the First World War. The fighting was spread over a large part of the earth and the story of these battles is told in a clear and interesting way. The battles were fought in the air, under and on the sea, and on countless battlefields. The illustrations are black and white photographs and maps. The book is appropriate for grades five through seven.

Snyder, Louis L.

THE FIRST BOOK OF WORLD WAR I

Watts, 1958

This book is a very concise and interesting account of World War I. The story takes the reader step-by-step through the important events of the war. The illustrations are black and white photographs. A glossary of words unique to the war period are included at the end. The book is appropriate for grades three through five.

Bliven, Bruce, Jr.

FROM PEARL HARBOR TO OKINAWA

Random House, 1960

This is the story of the Japanese attack on the United States military forces. Every major action of the war in the Pacific is described from the attack at Pearl Harbor to the Japanese surrender on board Halsey's flagship. The book provides a record of the land, sea and air battles and the heroic stories of many brave individuals. Maps serve as a guide to each of the battles and a number of interesting photographs serve as an introduction to the story. The book is appropriate for grades four through six.

Marrin, Albert

THE AIRMAN'S WAR, WORLD WAR II IN THE SKY

Atheneum, 1983

The Allied and Axis leaders saw airplanes as the key strategic or tactical weapons. To the bomber crews and fighter pilots every flight was an experience in terror or relief, discomfort or exhilaration. Both the overall picture and individual anecdotes are used to explain war in the air. The book is appropriate for grades five through adult.

Collier, James L.

BATTLEGROUND

Norton and Company, 1965

This book provides a comprehensive view of the involvement of the United States in World War II. The principal campaigns are included as well as their significance to the broader strategy of the war. The book shows how the fighting progressed in what was virtually two separate wars. Major battles are described and certain pivotal individuals or small groups are designated as responsible for either victory or defeat. Many acts of heroism are described and a feeling of the bitter and bloody business of war is conveyed. The book is illustrated with black and white photographs and is appropriate for grades four through six.

American Heritage Magazine

D-DAY: THE INVASION OF EUROPE

American Heritage, 1962

This work tells the story of how the allied plan to invade Europe was begun on D-Day, the sixth of June, 1944. The task was larger than had ever been attempted in the past. This book gives a comprehensive view of the invasion and allows the reader to gain an understanding of its complexity. The excellent illustrations are black and white photographs and colored paintings. There are also several good maps included. The book is appropriate for fourth grade through adult.

Mercer, Charles

MIRACLE AT MIDWAY

G. P. Putnam's Sons, 1977

This is the story of one of the most important battles of World War II. It is the great naval battle where the outnumbered American Naval forces were victorious over the Japanese Imperial Fleet. The author presents the background and clearly and simply explains the causes of the war. The illustrations are black and white photographs. The book is appropriate for grades five through eight.

Davis, Daniel L.

BEHIND BARBED WIRE: THE IMPRISONMENT OF JAPANESE

AMERICANS DURING WORLD WAR II

Dutton, 1983

This book is a highly readable account of the denial of civil rights to a minority that stood out during a time of crisis. The book raises the question: Could such an action take place in the United States today? The book is appropriate for grades six through adult.

Garrigue, Sheila

THE ETERNAL SPRING OF MR. ITO

Bradbury, 1985

Sara, evacuated from England to her uncle's home in Vancouver during World War II, and Mr. Ito, a Japanese gardener who teaches the art of bonsai, become friends. The bombing of Pearl Harbor provokes the imprisonment of Japanese Canadians. After Mr. Ito's death, Sara helps her uncle rethink his attitude toward the Japanese. This beautiful story is appropriate for grade five through adult. (Notable 1985 Children's Trade Books in the Field of Social Studies)

Bernbaum, Israel

MY BROTHER'S KEEPER: THE HOLOCAUST THROUGH THE EYES OF AN ARTIST

Putnam, 1985

Paintings are used to tell the story of the Holocaust and in particular, the Warsaw Ghetto. Accurate historic details, vivid paintings and personal recollections are woven into a moving and meaningful account in the hope that the reader will ask the question, "Am I my brother's keeper?" The book is appropriate for grades four through adult.

Meltzer, Milton

NEVER TO FORGET: THE JEWS OF THE HOLOCAUST

Harper, 1976

This book is a moving and explicit documentation of Hitler's program to exterminate the Jews. The author has researched the facts and quoted from eyewitnesses, survivors, contemporary commentators, diaries and court testimony. The text is extremely well-organized and describes not only the persecution and death camps, but also the resistance workers. The book is appropriate for mature readers from the eighth grade level to adult.

Greene, Bette

SUMMER OF MY GERMAN SOLDIER

Bantam, 1974

This story takes place in Arkansas. Patty Bergen was twelve when the German soldiers were brought to the P.O.W. camp outside her town. She was awkward, lonely and in need of friendship. Her aid to the escaped German, Anton, was a search for friendship and acceptance and an act of survival. The book is appropriate for grades five through nine.

Levoy, Myron

ALAN AND NAOMI

Dell, 1979

A young girl has been traumatized into speechlessness by her experience in war torn France. She is tempted into the real world by a youth in a New York neighborhood where she has come to live. This story is a harsh unforgettable picture of the effects of war and hate on the young. The book is appropriate for grades five through adult.

Reiss, Johanna

THE UPSTAIRS ROOM

T. Y. Crowell, 1972

This book is an effective record of the author's experiences as a child in Holland during the German occupation in World War II. Annie and her sister were hidden in a farmer's home for over two years, confined to a single room. The story candidly reveals the friction between the two girls and the abrasive bitterness in the parent's relationship. The characterization and dialogue is excellent and the story is filled with dramatic suspense. The book is appropriate for grades four through seven.

Orlev, Uri

THE ISLAND ON BIRD STREET

Houghton, 1984

Alex takes up residence in an abandoned building on Bird street in the Warsaw Ghetto during World War II. While waiting for his father's promised return, he secures his safety through resourcefulness and planning. The important people in Alex's life have helped him to become a caring, loving human being, despite the circumstances brought on by occupation. This is a fine story of an eleven-year-old's will to survive and ability to remain humane despite the hideousness of war. The book is appropriate for grades five through eight.

Crofford, Emily

A MATTER OF PRIDE

Jim LaMarche

Carolrkoda Books, 1981

This story focuses on the problems that a ten-year-old American girl experiences during the Depression. When Meg's father loses his job, the family must move to an Arkansas plantation which results in a different lifestyle for the whole family. This story is a sensitive treatment of hardship and its effect on family relationships and is appropriate for grades four through six.

Brenner, Barbara

A YEAR IN THE LIFE OF ROSE BERNARD

Joan Sandin

Harper, 1971

This story takes place in Brooklyn during the Depression Era. Rosie Bernard is sent to stay with her dead mother's family after her father, who is an actor, goes away to work. The story is vivid and convincing in its depiction of period details. It is primarily about Rosie's acceptance of life in a big family and a new school. When her father appears with a fiancée, Rosie runs away, but soon returns and accepts the situation. The story has an easy flow and humor and is appropriate for grades four through six.

Follow-Up Activities

History and Music - Activity 26

Use country music and folksongs to help students understand the American experience better. This music both entertains, and through its simple language, shows the emotional side of the political, economic, social, ethnic and religious issues of the period.

Introduce each song by telling the story of the events surrounding the songs content. Review vocabulary words that will help students understand the song. Maps are useful to show the location of the song's action. Sing the song to the students or play a recording. Finally, distribute copies of the words to the class and sing the song together. (Brown, 1985)

Songs could be used with any of the periods of history in this handbook. The following are examples to be used with the study of The Depression and World War II:

The following gives the song title, artist, album, label and number:

The Depression

"All in Down and Out Blues"--Uncle Dave Macon--Brother, Can You Spare A Dime--New World Records--NW270

"All I Got's Gone"--Pop Stoneman--Songs From the Depression--Folkways--FH5264

"Hobo Bill's Last Ride"--Jimmie Rodgers--Train Whistle Blues--RCA Victor--LPM-1640

"The Great Dust Storm"--Woody Guthrie--Dust Bowl Ballads--Folkways--FH5212

"I Ain't Got No Home in This World Anymore"--Woody Guthrie--Dust Bowl Ballads--Folkways--FH5212

"I'd Rather Not Be on Relief"--Roy Berkeley and Tim Woodbridge--Songs of the FDR Years--Longview Records--L241

"No Hard Times"--Jimmie Rodgers--Train Whistle Blues--RCA Victor--LPM--1640

"No Depression in Heaven"--Roy Berkeley and Tim Woodbridge--Songs of the FDR Years--Longview Records--L241

"NRA Blues"--Bill Cox--Brother, Can You Spare a Dime--New World Records--NW270

"Old Age Pension Check"--J. Cohen--Songs From the Depression--Folkways--FH5264

World War II

"There's a Star Spangled Banner Waving Somewhere"--Elton Britt--Smithsonian Collection of Recordings--no number listed

"Smoke on the Water"--Red Foley--Vintage Country--Country Music Foundation Official Archive Collection: Franklin Mint Record--#41

"Der Fuhrer's Face"--Spike Jones--Praise the Lord and Pass the Ammunition: Songs from WWI and II--New World Records--NW222

"Soldier's Last Letter"--Ernest Tubb--Ernest Tubb: The Living Legend--First Generation--FGLP001

"Teardrops Falling in the Snow"--Molly O'Day--Smithsonian Collection of Recordings--no number listed

"Soldier's Deck of Cards"--Tex Ritter--Tex Ritter: An American Legend--Capitol Records--SKC1124

"Have I Stayed Away Too Long?"--Tex Ritter--Smithsonian Collection of Classic Country Music--Smithsonian Collection of Recordings--no number listed

"Roger Young"--Burl Ives--Coronation Concert--Decca Records--DL8080

"Rainbow at Midnight"--Ernest Tubb--Ernest Tubb's Greatest Hits--MCA Records--MCA-16

"Filipino Baby"--Cowboy Copas--Smithsonian Collection of Classic Country Music--Smithsonian Collection of Recordings--no number listed

Addresses for the purchase of recordings are as follows:

Folkways Records and Service Corp.
43 West 61st Street
New York, NY 10023

Franklin Mint Record Society
Franklin Center, PA 19091
(The CM Archive Collection will consist of 80 albums.
Approximately 50 have been issued. Primarily for
collectors through membership.)

Homestead Pickin' Parlor
6625 Pennsylvania Avenue
South Richfield, MN 55423
(Carries many of the older recordings; very helpful
in finding re-issues.)

Longview Records
Box 311
Shaftsbury, VT 05262

New World Records
3 East 54th Street
New York, NY 10022

Smithsonian Institution
Division of the Performing Arts
Washington, D.C. 20560

Role-Playing - Activity 27

As a follow-up to the study of World War I, excerpts from the following books could be used as a basis for questions and discussions. The students could actually assume different roles and then discuss one of the issues from the war as that person.

1. Churchill, Allen. Over Here. Dodd Mead, 1968, p. 176, p. 15.
2. Doty, Madeleine Z. Short Rations. Century, 1917, pp. 136, 137; pp. 33-34; p. 55.
3. Friedrich, Otto. Before the Deluge. Avon, 1973, p. 49.
4. Fredricks, Pierce G. The Great Adventure. Dulton, 1960, p. 189.
5. Graves, Robert. Goodbye to All That. Jonathon Cape, 1929, pp. 146-147, pp. 150-151.
6. "How It Seemed to March in the Suffrage Parade." The Outlook. (Nove. 3, 1915) 553-4.
7. Lord, Walter. The Good Years. Harper and Row, 1960, pp. 331-332.
8. Pack, Charles L. The War Garden Victorious. Lippincott, 1919, pp. 74-75.
9. Panachas, George A. Promise of Greatness. John Day, 1968, p. 9.
10. Phillipp, Witkop, ed., translated by Annie F. Webb. German Students War Letters. E. P. Dutton, 1929, p. 18.
11. Reed, John. Ten Days That Shook The World. International Publishers, 1919, pp. 25-26.

12. Wolff, Leon. In Flanders Fields. Viking, 1958, pp. 8-9.
(Roberts, 1983)

A Letter from a Soldier - Activity 28

Ask the students to write a letter from the viewpoint of an American soldier in World War I. The time is 1918 and the place is France.

By 1918 thousands of American soldiers were at the front lines in France. Security was tight. Although letters could be sent home, first they had to pass censorship imposed to keep exact locations of troops and strategic information secret.

Students will be familiar with facts such as the U.S. had been in the war for 19 months and more than 49,000 American soldiers had been killed or died from wounds. Fifty seven thousand died of diseases and another 230,000 had been wounded. Review these ideas and ask the students to think about what kind of information they will include in their letters. Finally the completed letters can be shared with the class.

This activity could also be adapted very well for use with the study of World War II. (Stein, 1982)

The Winds of War - Activity 29

If available, use a recent movie version such as the television miniseries The Winds of War. Follow the viewing with evaluative discussions. Ask questions like the following.

1. Do you think the television series presented an accurate picture of the war?
2. What episodes seemed romanticized and distorted?
3. What point of View about the coming of the Second World War was presented in the series?
4. Are other points of view possible?
5. Is the television version of events comparable with other things you have read about the war?

In discussion, emphasize choices and decisions which involve moral considerations.

1. Why did the British decide to bomb German cities?
2. Were they justified at the time in doing so?
3. What do you think was the long-term consequence of Allied bombing?

Talk about the experience of ordinary people fighting in the trenches as opposed to generals and political heroes.

Discuss the contemporary relevance of the historical events depicted in the television drama. What can we learn from the spectacle of past wars that illuminate present issues in military policy? Does the picture of war on television have relevance to the conduct of war in the nuclear age? (Hockman, 1985)

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Appendix

Activities that could be used with any of the historical periods in this handbook include the following:

Activity 6

Activity 7

Activity 8

Activity 10

Activity 11

Activity 12

Activity 13

Activity 14

Activity 15

Activity 16

Activity 17

Activity 18

Activity 19

Activity 20

Activity 23

Activity 26